R E P O R T R E S U M E S

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SCHOOL PROGRAM EVALUATION.
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THIS DOCUMENT OUTLINES GENERAL GUIDELINES, TYPES OF INFORMATION TO GATHER, AND PROCEDURES FOR AN ADEQUATE SCHOOL EVALUATION PROGRAM. WRITTEN PRIMARILY FOR SCHOOLS IN THE TEXAS SMALL SCHOOLS PROJECT, THIS DOCUMENT COULD WELL BE USED BY ANY SMALL SCHOOL INTERESTED IN SELF EVALUATION. A SHORT BIBLIOGRAPHY OF EVALUATION MATERIALS IS INCLUDED. (DD)

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SCHOOL PROGRAM EVALUATION

GENERAL GUIDES

1. Program evaluation should be based upon the goals and philosophy of the school.

2. Program evaluation should serve to guide improvement activities, lessen resistance to change, and identify accomplishments.

3. Program evaluation should include analysis of all phases of the operation of the school.

4. Program evaluation should involve those who are going to use the findings. Others may be used in the process, however.

5. Program evaluation should be limited to what can reasonably be accomplished in a short time and still provide a fairly comprehensive look at the program.

6. Program evaluation should be planned to facilitate continuous evaluation as the improvement project develops.

7. Program evaluation should give special attention to the areas of the program already selected for improvement project activity.

INFORMATION TO GATHER

1. What do students think about their needs and their progress?

2. What are students like?

   a. Intelligence
   b. Achievement
   c. Social, cultural, economic, background
   d. Attitudes and interests

3. What are the former students like?

   a. Graduates

      (1) Further education
      (2) Jobs
      (3) Marriage
      (4) Residence
      (5) View of school

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b. Drop-outs and transfers

(1) Further education
(2) Jobs
(3) Marriage
(4) Residence
(5) View of school

4. What are the instructional offerings in our schools?

a. General education program
b. College entrance program
c. Vocational programs
d. Other programs

5. What about the teaching staff and its work?

a. Qualifications--certification, preparation, etc.
b. Teaching load--class size, pupil contacts for each teacher, preparations, etc.
c. Special staff--librarians, counselors, remedial teachers, etc.
d. Teaching methods--grouping, lecture, projects, workbooks, etc.

6. What materials and facilities are available for teaching?

a. Library collection
b. Audio-visual collection
c. Other materials
d. Classroom furniture
e. Special instructional rooms--gym, band, music, stage, lounge, workroom, etc.
f. Equipment--audio-visual, science, maps, globes, machines, etc.

7. What about the non-teaching staff and its work?

a. Administration
b. Supervision
c. Special services
d. Clerical
e. Other

SUGGESTED PROCEDURES

1. Designate responsibility for parts of the evaluation study.

a. Ask an individual or small group to gather information on each part of the study.

b. Organize a coordinating committee to guide procedures and compile information.

2. Plan for specific information to be gathered. Keep it within reasonable limits.

3. Determine a form for assembling information. It may be wise to use some published materials from evaluative criteria already developed.

4. Seek a consultant to work with you in planning the evaluation, gathering information, and especially in analyzing it.

5. Prepare reports of findings to communicate with the staff, the school board, the community, and other interested persons.

6. Plan on-going evaluations which can serve to demonstrate accomplishments of the project.

7. Use already existing information to be found in the cumulative records and existing standardized tests. Supplement these where necessary.

SOURCES OF EVALUATION MATERIALS

1. Boston University, School of Education, Elementary Evaluative Criteria, (1953), 332 Bay State Road, Boston 15, Mass.

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3. Cooperative Study of Secondary School Standards, Evaluative Criteria, (1950), American Council on Education, 1785 Massachusetts Ave., N.W., Washington, 6, D. C.

4. Schwartz, John C. Jr., Evaluative Criteria for an Audio-Visual Instructional Program (1950), Wm. C. Brown Co., Dubuque, Iowa.

5. Southern Association Cooperative Study in Elementary Education. Evaluating the Elementary School, (1951), Commission on Research and Service, Southern Assn. of Colleges and Secondary Schools, 316 Peachtree St., N.E.

6. Texas Education Agency, Principles and Standards for Accrediting Elementary and Secondary Schools, (1954), Bulletin 560, T.E.A., Austin, Texas

7. Texas Study of Secondary Education, Criteria for Evaluating Junior High School (1954), Res. Stud. #15, The Texas Study, 217 Sutton Hall, The Univ. of Texas, Austin, Texas.

8. Wilson, E. E. and H. J. Otto, Handbook for Self-Appraisal and Improvement of Elementary Schools, Revised Edition, Bulletin #458, Texas State Department of Education, 1948, Austin, Texas.